

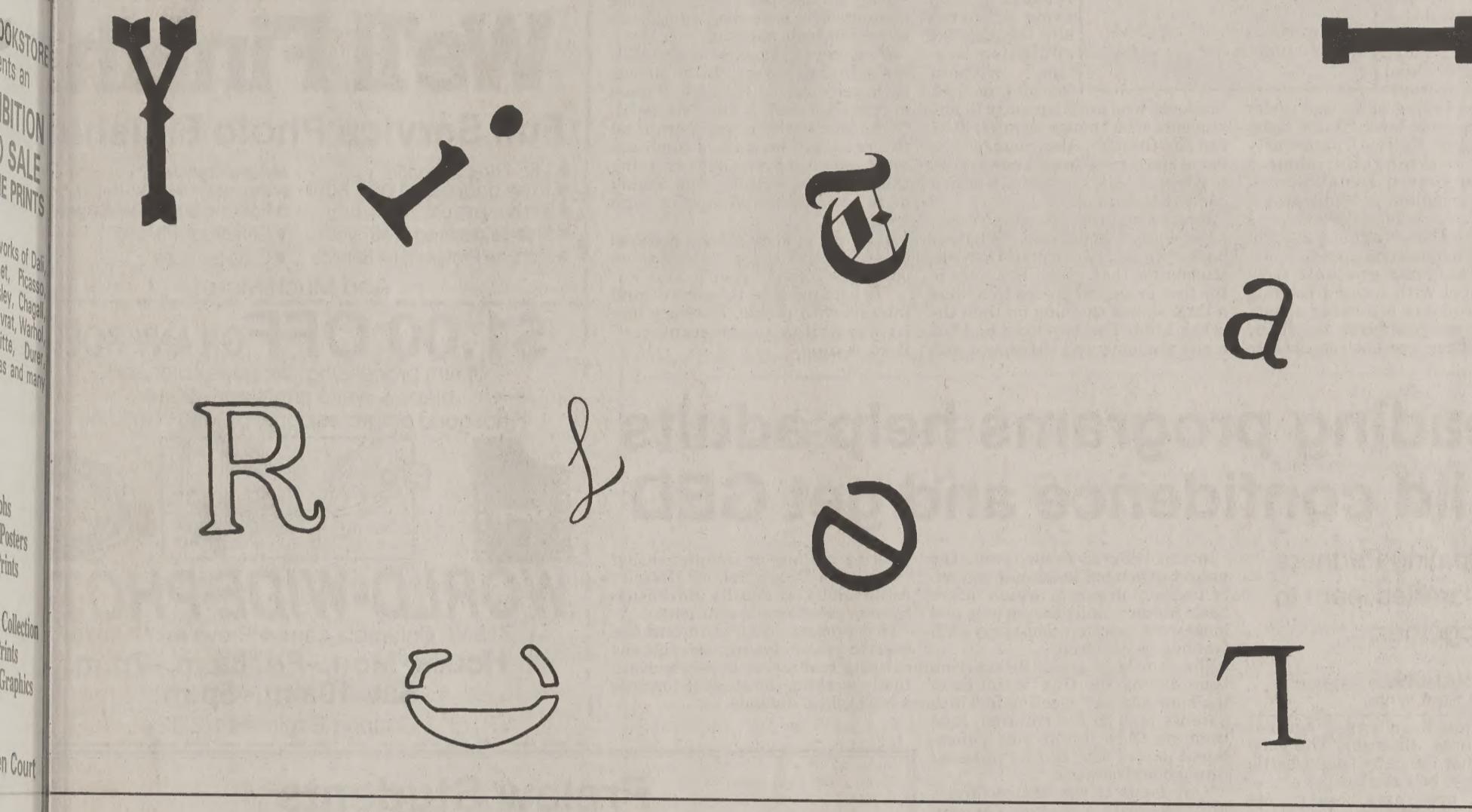
MONDAY

EDITION

THE DAILY UNIVERSE

Vol. 46 No. 11

September 14, 1992



By BRIAN KAGEL
Senior Reporter

Literacy is defined by the U.S. Commission of Basic Education as the ability to read, write and reason. By this definition, illiteracy touches close to every faction of society ... including students at BYU.

Elizabeth Wahlquist, a BYU English associate professor, remembers a senior that she discovered to be illiterate.

"A number of years ago, I had an English major who signed up for my adolescent literature class. I was acquainted with her — she had been in one or two of my other classes."

"She came up to me one day and complained about the contemporary literature we were reading. She said it was a waste of time to read anything but the classics."

"As I talked to her, I sensed there was a deeper problem. For some reason, I just felt there was difficulty with her reading skills. I can't remember if I asked her to read a passage from her book out loud or if she just broke down and told me she couldn't read."

"I couldn't believe it; she had gotten through three years at BYU. She had taken other classes from me and I hadn't even known," Wahlquist said.

The student was able to get some on-campus help. Between the reading center and private tutoring, she was able to graduate with a bachelor of arts in English and a teaching certificate. She later taught at a local high school.

Literacy vs. illiteracy

In a study of adult literacy conducted by the National Assessment of Educational Progress, it was found that only 2 percent of young adults were embarrassed or frustrated by the daily literate demands of our society.

The study demonstrates that "illiteracy" is not a major problem for young adults. However, it is also clear that "literacy" is a problem. NAEP's report states, "Many individuals are neither totally 'illiterate' nor fully 'literate' for a technologically advanced society."

Joyce Nelson, associate English professor said, "It really is sad, we spend a lot of money and time in our schools teaching students to do things like run

Not all of us are fully literate

expensive machines, but we never teach them how to reason and analyze the things we assign them to read."

Penny Bird, assistant director of the BYU Writing Center, said, "Studies show that throughout a student's time at school, only two percent of that time will be spent on developing reading skills. That is ridiculous, especially when you realize that an average of 18 percent of their time is spent on discipline."

Identifying the illiterate

One of the biggest challenges in helping the illiterate is identifying who they are.

"The illiterate are very good at hiding it. In school they become excellent listeners; they develop almost photographic memories as to the things they hear."

"They make good friends in class with whom they study. They rely on these friends to read for them and discuss what they learn. They also do things like check out tapes of books that are available commercially or for the blind," Wahlquist said.

Wahlquist said this is how her student got so far in college without detection. "She mainly took courses in her major on the classics. Most of those books are available on tape. She seemed to study with a group of friends also."

"Many individuals are neither totally 'illiterate' nor fully 'literate' for a technologically advanced society."

- National Assessment of Educational Progress

Acknowledging illiteracy

Bird said she doesn't believe the BYU administration acknowledges students have a literacy problem.

"The administration seems to feel that students have adequate reading and writing skills when they enter as freshmen; this simply is not always true. There are many students who have very weak skills in both these areas," she said.

"Universities expect many students to come to school deficient in math skills, so we have a math lab designed to bring them up to reasonable level. We should have a reading lab that has the same purpose; not just a Reading Center," Bird said.

Helping the illiterate

Some educators like Nelson think the nationwide university push for the Writing Across the Curriculum program is a positive step in combatting illiteracy. The WAC program is designed to help all students

learn to write better by requiring papers and reports in all the majors.

"The WAC program is excellent. We tend to hear a lot of complaints from the student body about it; well this is a way to educate many students in other disciplines who perhaps don't write well," Nelson said.

See READ on page 2

Editor's note:

This week's Monday Edition is about illiteracy. Though it's hard to believe, illiteracy does effect the lives of many BYU students. Brian Kagel, who reported for this issue, talked to a BYU professor who had an illiterate student and he also met an illiterate BYU student.

Illiteracy does not just include those who can't read at all. It also includes those who can't read well enough to function normally in society. The functionally illiterate aren't able to read and understand directions. They can't fill out applications for work, even when the job they want involves no reading. They can't read a newspaper — even the want ads.

A high school diploma does not guarantee literacy. Amy Leavitt, another reporter for this issue, found out while most students graduate from high school with a B average, many have reading skills below an eighth-grade level.

Our reporters found, unfortunately, many of those who are illiterate won't go for help. It's embarrassing to admit you can't read, even though reading ability is not necessarily a measure of intelligence.

But there is help available. Provo City Library runs a national reading program called Project Read; Provo School District has an Adult and Community Education system that teaches adults to read; and Participating Partners teaches parents and children to read in a family setting. Of course, illiterate people won't be able to read this issue. But, if awareness of this problem is increased among the literate, maybe they can begin to help the illiterate.

What's inside

Illiteracy facts

Utah County is not immune to the nationwide illiteracy problem. Nationally, 1 in 5 adults is considered functionally illiterate; in Utah County it's 1 in 7. See Story on page 2.

Literacy programs

Several Provo area programs are fighting the battle against illiteracy. One program, Participating Partners, involves the whole family in breaking the cycle of poor school performance.

See story on page 2.

Project Read

Project Read, administered by the Provo City Library, and run by volunteer tutors, has been making a difference for the illiterate for seven years.

See story on page 3.

Volunteer tutor

A Project Read volunteer and former elementary school teacher shares her feelings about what it's like to help adults learn to read.

See story on page 3.

Monday Update

Find out what happened over the weekend in local, state and national news in the Monday Update, a weekly feature of the Monday Edition.

See page 10.

The nationwide illiteracy problem touches every level of society — even the university. One BYU professor had a student in several of her classes before she discovered that student couldn't read. 'The illiterate are very good at hiding it,' she has discovered.

The following story was written by a man who didn't learn to read as a child. He describes what it's like to be illiterate and how he learned to read.

I want to talk to you today for a few minutes and tell you about me and my life. And talk to about my reading and spelling and how hard it is for me in school to read and write. When I went to school, I did not read too good. The teacher put me in a special reading group because we could not read and it hurt me. The other kids would make fun of those in the special reading group.

Through school I had a hard time learning because I could not read or write well enough to pass other school work so I got poor grades and barely passed to graduate from high school.

After high school, I found it hard to find work. Not being able to read and write made applying for work very hard, especially filling out the applications and taking any tests that were given. The jobs that I would like to do, I couldn't get because I was not able to read and write. The jobs I did get were ones I didn't like and I hated to go to work. I didn't have any self-esteem.

It didn't just effect my job but other areas of my life. I have always felt people were making fun of me just like they did in school.

My work in my church was also a problem. I couldn't read the lesson material to teach a class. I would have to get others to read it to me and help me know what parts to give.

Even if I wanted to find a different job by going back to school to get a skill of some kind, I couldn't pass the course because I couldn't read and write.

Most of my jobs have been manual labor, with no chance to advance.

My present employer sent me back to Kansas City last year for a two-week course in welding.

I would take a micro-tape recorder and carry it in my pocket and record the whole day's lectures then that night my wife would write the notes so I would have notes to study. She would read the text book to me and when it came to taking the written tests, the teacher had someone read the questions to me.

Also, my present job put me on the Safety Committee. We met and discussed safety concerns on the job.

I found it really hard to take notes so I could get the information back to the other people on the job. I was embarrassed because I could not read and write. Sometimes people would make fun when I would ask how to spell simple words. Again, I felt I was stupid, dumb and had no self-esteem.

My low self-esteem has caused me to get depressed. Trying to overcome the depression

has been hard but one of the goals I set was to learn to read and write so I would feel better about myself.

While I was still in the hospital with depression a lady came in and started to tutor me in reading. My wife called the Provo Library and made arrangements for me to get a tutor through Project Read. I started working with Mrs. Dunn (the tutor) a few days before I was released from the hospital.

Since I have started the reading program, I have learned to spell numbers so I can write a check. Before this I would have to hand the checkbook to the clerk and ask them to fill it out.

It has been a real challenge getting into the reading program.

Since I have started I have learned so much and I am excited about learning more.

I have enjoyed being in the program because we are all trying to learn and we are all at the same level.

Utah County illiteracy rates are better than national average

But 1 in 7 Utah adults can't read labels, signs, directions or want ads.

AMY LEAVITT
Universe Staff Writer

Illiteracy is a nationwide problem, to which Utah and Utah County are not immune.

Nationally, one out of five adults is considered functionally illiterate. This means that they cannot read job applications, directions, labels, signs, prescriptions or want ads.

Because Utah, and especially Utah County, have higher than average levels of education, the statistics are a little better. One in seven adults is considered functionally illiterate in Utah County.

Who are the functionally illiterate in Utah County? According to the 1990 Census, Utah County has a population of 263,590. Of those who are 25 years and older, 3,150 have less than a ninth-grade education.

People with educational levels from grades nine to twelve who do

not have a high school diploma make up the largest group of functionally illiterate adults. In Utah County there are 10,689 people in that category.

According to statistics from past census records, 63 percent of the population in Utah County are adults eighteen and above. Of these, 17.3 percent have not completed high school.

But a high school diploma is not always a symbol of literacy. Most students graduate from high school with a B average, yet their reading skills are under an eighth-grade level. Elaine Byrd, of the Utah Valley Community College Learning Enrichment Center for Developmental Studies, said the problem is widespread. She said she believes one reason for this is that students are not required to read enough.

"Many students graduate from high school with limited reading skills. Students are being spoon-fed; they are just given the information. They are not required to

dig for it," Byrd said.

Norma Henrie, director of Project Read, a program designed to teach adults how to read, said she worked with one student who said he had fun in school and it was easy. He said he never had to learn to study. Later this student, after being involved in Project Read, said it was hard to have to learn.

Henrie said there are many reasons why some students slip through the education system without learning to read.

Students who are frequently ill and students who change schools often, can slip through. Also, younger students have even been known to go to sleep or pick a fight when it came time to read.

Janice Gilchrist, assistant director of Project Read, said, "What we hear over and over again from our students is that when they were in the first or second grades they were a little slower catching on than the other kids. The teachers had too many students and the slower stu-

dents didn't get as much attention as they needed. Those students would slip further and further behind until either the student would lose interest or the teacher gave up on teaching the student to read.

"Many of these students have either graduated from high school reading on a second-grade level or they have dropped out," Gilchrist said.

Only a small percentage of those students who have reading difficulties go for help, she said.

What are the implications of illiteracy in our society? In an article by Roger Pusey in the Sept. 2 issue of "The Deseret News," he said, "Illiterate workers are a drain on the economy because a business must spend its resources training the person, something that should have been accomplished in high school."

Illiteracy is more than a problem in business, "it is a reflection on our whole society," Henrie said.

"It's being able to survive and interact with people. Illiteracy limits our ability to communicate," Byrd said.



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READ

Continued from page 1

Bird, however, doesn't believe the WAC program helps those who really need it.

"Writing Across the Curriculum leaves the developmental student behind," Bird said.

"Utah Valley Community College and many other junior colleges have a developmental reading center that assists students in attaining at least a college freshman reading level," she said.

Bird said the UVCC developmental reading center has equal status with the other curriculum departments on campus. She thinks it should be the same at BYU.

Project Read

Provo City Library is one of hundreds across the United States that run Project Read, an illiteracy education program.

The program was designed to take the student to a fifth grade reading level.

The amount of time it takes to complete the program depends on the person's educational background and desire to learn.

It generally takes one year to achieve one grade level.

Reading programs help adults build confidence and get GED

Participating Partners helps families learn to read together.

BECKY HANSEN
Universe Staff Writer

A war has been waged against Utah County illiteracy. The good news is that the daily fought battle is proving to be victorious.

Local programs such as Participating Partners and the Provo School District Adult and Community Education System are helping area residents win the fight against illiteracy. These programs also help adults increase confidence and self-esteem and help them work toward high school diplomas.

Participating Partners is a program designed to break the cycle of poor school performance of students by addressing the needs of the entire family.

The program is tailored to the needs of individual families, including both parent and child, after in-home visits and personal evaluations.

In the 1991-92 school year, the project expanded to include a family literacy program which offers basic literacy skills for parents and homework tutoring and study skill training for children.

The family is given interaction time during the final minutes of the hour and half meeting in which parents read to the children, hold them on their lap or play educational games that can be repeated throughout the week.

"Our focus is the entire family unit; to create a literacy environment for the home. It is fun to watch the children cheer parents on. The kids want the parents to succeed and move ahead," said Kay Jacobson, Director of the Parent Education Research Center.

The two-year program, which won the 1991-92 Utah Adult Education Family Literacy of the Year Award, has approximately 20 families participating. Instruction is given by professional teachers assisted by BYU honor students.

For those Utah County adults needing additional support for

existing reading or comprehension skills, the Provo School District Adult and Community Education System provides the solution.

This program, geared toward the over 18-year-old adult, strengthens existing reading skills while eventually working the student towards a high school diploma.

Prelaw Students

Dean Richard Badger

From

University of Chicago

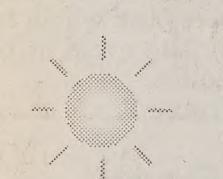
Will be visiting to recruit
BYU students

Prelaw Advisement Center
378-2318

Time: 7:00 to 8:00pm
Date: September 15th, Tuesday
Place: 357 ELWC

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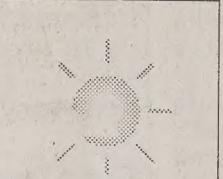
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SUNNY

Highs in mid 80s.
Lows in mid 50s.
Warmer.

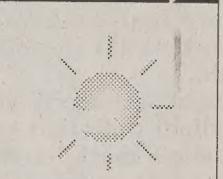
Tuesday



FAIR

Highs from 80 to 85.
Lows in mid 50s.

Wednesday



FAIR

Highs in mid 80s.
Lows in high 50s.

Source: KSL Weather Information Line

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You Slam the volunteer tutors help illiterate become literate

Project Read teaches participants from all walks of life to read.

KAREN JOHNSTON and AN KAGEL
Daily Universe Staff Writers

The Provo City Library is involved with a nationwide effort to provide a literacy education program for individuals who can read, called Project Read.

Project Read began in 1984 in a group of concerned individuals in the Provo area because of the illiteracy problems their city and were determined to provide a way to meet the need for literacy training. Project Read is now in its seventh year and has seen much success.

Project Read is run by volunteers who offer their time and assistance to those who need help becoming literate. Volunteers are trained in the Laubach method of reading and are asked to make a month commitment to the program. The tutoring program is named after Frank C. Laubach, a world renowned champion of literacy. Project Read's motto comes from Laubach's philosophy on illiteracy: "A literate person is not only an illiterate person who has learned to read and write, he is another person. Promote literacy is to change a person's conscience by changing his position to his environment. This is what all mankind should seek to help others achieve."

As part of their training, volunteers must spend one day in working through the program step-by-step, and continue training in six to seven follow-up sessions throughout the six-month program. Project Read currently has active volunteers with about 100 volunteers from BYU.

Fun outweighs frustration for Project Read volunteer

A volunteer enjoys teaching 74-year-old student how to read.

ISABEL HUELVES
Daily Universe Staff Writer

Being a volunteer for Project Read is a fun, nice and sometimes a frustrating experience, but, at the end of the day, it recompenses all the effort put on the project.

Lillian Talbot, 46, of 136 E. 400 North, Orem, is one of the volunteers for Project Read.

The Project Read program is about teaching adults how to read, Talbot said.

Talbot has been in the program for three months and said she plans to stay in it for a long time.

Talbot is a retired school teacher and she said she decided to join the Project Read program because she wanted to continue teaching.

Talbot used to teach first, second, third and fourth grades. Now she teaches a 74-year-old man who hasn't been able to read before now.

"It's fun to watch him learn," Talbot said.

Teaching people who can't read

BYU students can receive one class credit for the training program and an additional three credits for volunteering at least 36 hours of time over the semester. Volunteers who would like to sign up for the program can register on the main floor of the Provo City Library. "Seems like we always have participants waiting to get a tutor," said Janice Gilchrist, an assistant director for Project Read. "Volunteers are always in demand."

Gilchrist said the Project's participants come from all walks of life. "We have single mothers, the wealthy, the deprived, teenagers, the handicapped and the unemployed. We once even had a judge from another city," Gilchrist said. Many of the participants are high school graduates. While currently the only BYU students involved in the program are volunteers, there are a number of UVCC students enrolled in Project Read's basic adult education program, Gilchrist said.

Once enrolled in the program, a participant meets with a tutor twice a week for several hours. The program is designed to take the student to a fifth grade reading level, but individual goals can be set by the student and attained in the program. It generally takes one year to achieve one grade level. Once the program is completed, the student has the option to attend the adult basic education program. It is designed to help the student earn their high school diploma equivalence.

Project Read has successfully helped many individuals learn to read with the help of many committed and satisfied volunteers. Frank Laubach once said, "The greatest thrill I have ever had is to see the joy in a person's face when he first learns to read. I would rather see that than to eat."



Firefighter in training

BYU fire marshal Durell Barney shows Michelle Pratt, a sophomore from Alberta, Canada, how to use a fire extinguisher during a leadership training session Thursday at the Cannon Center.

Daily Universe photo by James J. Walker

Children see hurricane as a personal enemy

Associated Press

FLORIDA CITY, Fla. — It's hard enough for their parents to make sense of Hurricane Andrew's destruction. But for many children who lost homes, toys, everything familiar, the storm was a personal enemy — and remains one.

In a Florida City tent city, 6-year-old Alvin Phillips drew a picture with a red marker: A coiled line was the hurricane, a rectangle with a ragged edge was his broken window; but what about that large smudge of red?

"That's blood," Alvin explained. "Hurricane Andrew killed the woman. And he's on the way to kill some more."

Child psychologists say time, reassurance and a gradual return to normal life will restore the emotional equilibrium of most of the thousands of children who went through the hurricane. Going back to school — which starts Monday, two weeks late — will help, they say.

"You have to let them talk about it," said Dr. Jose Vargas of the Pediatric and Adolescent Center in Kendall, at the northern edge of the worst damage.

One in four of his patients has lost his or her house, Vargas said. He has treated many cases of "night terrors," in which the children are awakened by sudden, extreme fears.

Parents may recognize their own anxiety and depression, he said, "but frequently they don't feel their kids have the same type of feelings. They do."

Though parents and counselors note more crying, clinging and aggressiveness — or sullenness in adolescents — outward signs of children's worries are subtle. Most children still run, laugh, play, sometimes making toys of the hurricane's wreckage.

At day care centers set up in tent cities here and in Homestead, dozens of children last week played Simon Says, clapped hands to happy songs or challenged their Marine guards to two-on-two basketball.

One of the ballplayers was 7-year-old Ariel Enricos, whose smile dissolved as he told what he'd been through.

"The house was broken like this," he said, pinching a bit of dirt from the ground into dust on the hot breeze. He remembered hugging and praying with family members in a bathroom as the roof tore away. "I needed air," he said.

Now, his family occupies a few cots in an olive-drab military tent and his collection of toys is reduced to a pack of baseball cards. "A lady gave them to me," Ariel said.

"When I go to school I can't be in second grade anymore ... 'cause they don't know my name," he worries.

And there was another, deeper fear he had extrapolated from what grownups had said.

"Every month a hurricane comes," he said ominously. He would not be dissuaded.

Still, a moment later he was back playing ball.

"They change channels," Vargas said. He said he expects most children to recover fully — "unless they were already emotionally damaged; it will be harder for those."

Psychologist John Freedy of the Medical University of South Carolina in Charleston, who treated many children after Hurricane Hugo, said research shows short-term, psychological recovery from such a disaster takes three to six months, and some effects can linger for a year and a half.

Fewer than 10 percent of children will suffer long-term problems, he estimated, but given Andrew's vast destruction "you're talking about hundreds of children."

Parents may recognize their own anxiety and depression, he said, "but frequently they don't feel their kids have the same type of feelings. They do."

Though parents and counselors note more crying, clinging and aggressiveness — or sullenness in adolescents — outward signs of children's worries are subtle. Most children still run, laugh, play, sometimes making toys of the hurricane's wreckage.

At day care centers set up in tent cities here and in Homestead, dozens of children last week played Simon Says, clapped hands to happy songs or challenged their Marine guards to two-on-two basketball.

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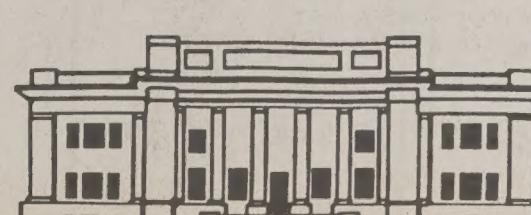
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*** FELLOWSHIPS ***

and SCHOLARSHIPS

All students intending to go to Graduate School who are interested in applying for fellowships or scholarships, particularly seniors applying this year, should come to an information meeting to be held **September 17, at 4:00 P.M. in 321 MSRB**. This meeting is mandatory for students interested in Rhodes or Marshall scholarships. Specific scholarships and fellowships that will be discussed include the Mellon fellowship, the NSF fellowship, the Fulbright fellowship, and the Truman scholarship (must be applied for in sophomore year). Other funding possibilities will also be discussed.

For further information, contact the Honors Program Office, 302 MSRB, 378-3038.



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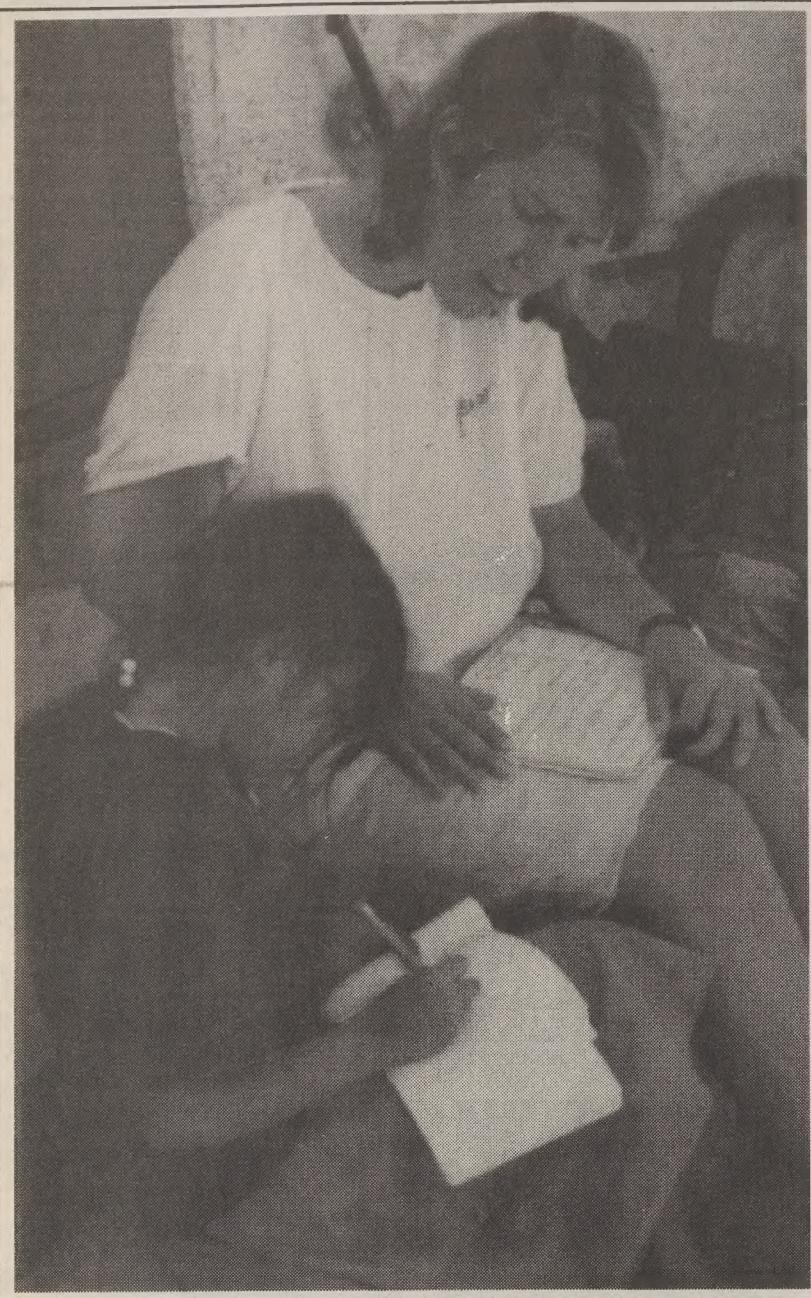


Photo courtesy of Ted Lyon
Jodi Webb, 24, a geography major from Tremonton, Utah teaches Mexicans to read Spring Term 1992 in Guanajuato, Mexico.

Impact of legal systems weighed at symposium

VICTORIA PATTERSON
University Staff Writer

The J. Reuben Clark Law School's annual symposium on Thursday, Friday and Saturday invited members from the American Society of Comparative Law, The International Association of Legal Science, BYU law professors and students to discuss the weighing impact legal systems from around the world have on the family, religion, the work place and other contemporary social structures.

"Throughout human history, religious traditions have constituted one of the most profound of all community and life shaping influences. In virtually all cultures, however, there is a tension between religious and more secular perceptions of the individual and community," said W. Cole Durham, a law professor at BYU and secretary of the American Society of Comparative

Law.

Durham said that this is only the fourth time that the International Association of Legal Science (IALS) has met in the United States.

Professor Richard Stith, from Valparaiso University School of Law in Indiana, said in his speech that religion influences our lives in many ways besides just the religion itself. "For example, if I believed in Buddhism I wouldn't eat meat and nor would my children," Stith said.

Professor Miroslaw Wyrzykowski from the Swiss Institute of Comparative Law said on Friday in his speech that today in Poland the society does not share the Catholic Church views because the people do not have much of a religious education and because of the religious disputes on the abortion issue. "In 1956, abortion was made legal and now the church wants to change it," Wyrzykowski said.

Sergio Cabrera, a second-year law student from Guatemala, said that students who were involved in the symposium had the opportunity to meet prestigious law professors from around the world and learn about the different areas of international and comparative law. "This year's symposium has given students a chance to talk with professional lawyers from other countries and to get contacts and possible career opportunities."

According to Durham, the IALS holds meetings annually in different parts of the world. The purpose of IALS is to hold conferences on various topics of comparative law and after a topic is chosen, members consisting of leading scholars and very distinguished law professors from around the world join together to discuss and compare the different legal systems from one country to another.

FELLOWSHIPS AND SCHOLARSHIPS

RHODES SCHOLARSHIPS: An applicant for a Rhodes scholarships must be unmarried, be a U.S. citizen, have passed the 18th and not the 24th birthday on Oct. 1, 1992, and have achieved academic standing sufficiently advanced to assure completion of a bachelor's degree before Oct. 1, 1993.

BRITISH MARSHALL SCHOLARSHIPS 1993: Up to 40 scholarships will be awarded in 1993. They are tenable at any British university and cover two years of study in any discipline, at either undergraduate or graduate level, leading to the award of a British University degree. To be eligible candidates must be citizens of the U.S.A., not have reached their 26th birthday by Oct. 1, 1993, when they take up their scholarship hold a baccalaureate degree from a 4-year college or university in the U.S.A. and after their freshman year have obtained a GPA of not less than 3.7. Deadline for submission of completed applications is Oct. 7, 1992.

MELLON FELLOWSHIPS IN THE HUMANITIES: Approximately 80 fellowships for beginning graduate study will be awarded in a national competition. The awards are for 1 year and provide \$12,500 plus tuition and fees. Candidacy is initiated by a nomination from a faculty member, which must reach the regional chair by Nov. 2, 1992.

COLLEGE YOUNGER SCHOLARS AWARDS: The National Endowment for the Humanities will make some awards to support individuals who wish to conduct research and writing projects in the humanities during the summer of 1993. College students below the level of a senior (will not receive a bachelor's degree before Oct. 1, 1993) may apply. Awards are for \$2,400. Applications must be postmarked no later than Nov. 2, 1992.

FELLOWSHIPS FOR GRADUATE STUDY IN CHINA: About 20 students nationally will be selected to receive a

grant for one year of graduate study in the People's Republic of China. These fellowships are offered to individuals between the bachelor's and doctoral levels in the social sciences and humanities.

Deadline for mailing completed applications is Oct. 10, 1992.

DAAD FELLOWSHIPS AND GRANTS: The German Academic Exchange Service is a publicly funded, private organization that offers several types of scholarships and grants for study in Germany. Several grants are

for study of German language and culture but awards are made in all disciplines.

CALIFORNIA EXECUTIVE FELLOWS PROGRAM: This program is geared toward professional education and development. Twelve fellows serve in staff positions in the executive branch of the State of California while simultaneously being supported by, and pursuing, academic course work for a master's degree. Application deadline is March 1, 1993.

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All Hawaii flights are operated by Eurocharter using American Trans Air. All other destinations are via Sierra Pacific Airlines.

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LIFESTYLE

BYU Ballroom Dancers
participated to dance;
hard work pays off
in championships

BIBABEL HUELVES
BYU Dance Department Staff Writer

BYU Ballroom Dance Team
enjoys reputation for excellence.
Great, hard work and dedication
are some qualities that make the
team ballroom dance team champions.

Team in the ballroom dance team
won the 1992 Embassy Ballroom

Championship in the

Ballroom and Latin divisions, it

was the 11th time the team won

the award, said Claudia Hill, the

team's promotional director.

competition was on

September 4, 5 and 6, in Costa

Calif.

said the eight BYU student

members who participated in the

won first place because of a

dance they performed. It was

this new dance that the team

the British Championship last

in Blackpool, England, Hill

team had to practice 10 hours

a week for the Embassy

Ballroom Dance Championship,

Alice Rose, a member of the

Ballroom Dance Team.

Bestor, BYU music gradu-

wrote the music for both the

Latin of the Opera" dance,

which the team won the

Latin category, and the "Dick

" dance, with which they won

the Latin American category, Hill

championship is called, The

United States Formation

Championship, and is one of

America's premier dance events,

said.

Ballroom dance team members

they are pleased with their

success.

though the championship was

young Woman of the Year at BYU

YOUNG WOMAN OF THE YEAR

BYU student can be added to

's list of outstanding individuals

America's 1992 "Young Woman of the Year" is a freshman at BYU.

Stoker is the first member

the Church of Jesus Christ of

er-day Saints to win the

Young Woman of the Year" title.

Stoker, 18, a freshman from

Calif., studying tax law and

won a total of \$44,700 in

scholarship money in June, from

"Young Woman of the Year"

scholarship program.

Stoker is now attending BYU on a

scholarship from BYU and plans on using

scholarships to attend Stanford

University Law School after she

graduates from BYU.

money has to be used for

ol. If you don't use it for your

ation, you lose it," Stoker said.

am really trying to promote the

ram, because it provides the

scholarship money available,

said. "Only those girls entering

their senior year of high school can

y."

Stoker said her high school coun-

told her about the scholarship

ram and that is when she

decided to enter. "I didn't know

that I was getting myself into,"

said. "I was just prepared to

whether I won or lost."

young woman from each of the 50

ies, who made it to the national

l, were judged in the areas of

plastic achievement, creative

performing arts, fitness, pres-

ence and composure and a panel

uation, which is a private, 10-

utes.

then asked how it felt to be the

rst LDS winner, Stoker said, "It

a big responsibility because I

n't only representing the young

men of America, but I was also

representing the church."

people found out Stoker was

BYU, she said they auto-

otically asked if she was

mon. "Because of this, they

atched me closer. They don't

know why we're different, but they

we have high standards," she

Stoker said being Young Woman



Photo courtesy of the BYU Dance Department

Saucy, playful and precise Latin medleys have made the BYU Ballroom Dance Company famous worldwide.

more an exhibition than a competition, the team was very unified, and I felt good about the team this year," said Jeff Call, ballroom dance team member.

"I felt good because we accomplished what we had to do," Rose said. "It was a challenge to do our very best with the best intentions."

What makes the BYU Ballroom Dance Team so outstanding may be because of the work of the team's artistic director, Lee Wakefield.

"He's a very dynamic person who expects a lot from his dancers and himself," Hill said.

Also, Hill said, the dancers on the team are very committed to dancing. She said it usually takes a dancer two to four years to get on the team.

Some team members are dance

majors, and some past team members are now competing professionally, Hill said.

Not only have the BYU dancers won team awards, but some team members have won awards in the couples competitions.

Past BYU ballroom dance members, Tom and Lori Hicks, are the 1991 United States National Champions for the Latin competition. They now compete professionally.

And, present team members, Rick Robinson and Melissa Jewkes, took second place at the 1992 United States National Championship for the Latin competition.

The BYU Ballroom Dance Team will be performing their winning dance at "World of Dance" Sept. 23-26.

of the Year has given her a chance to teach others about the LDS church.

Stoker said participating in the "Young Woman of the Year" program was a great opportunity to meet new girls. In fact, she was one of only six LDS girls in the program, of which three girls besides Stoker are currently attending BYU. They are Michelle Schurig, 18, of Eagle River, Alaska, Katie Harkness, 18, from Provo, Utah, majoring in nursing, and Jeanne Lang, 18, of Moses Lake, Wash.,

who plans on majoring in music.

When asked how Stoker likes BYU, she exclaimed, "I love it! I'm having a wonderful time."

Both Stoker's brother and sister graduated from BYU, so Stoker said she had the opportunity to come here several times before she decided to attend BYU. "For a while I went through a stage where I didn't want to come here, but after I was exposed to other schools, it made me realize how wonderful BYU is and that I always did want to go here."

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Fellowship award winners named

By LISA GROVER
Universe Staff Writer

The Charles Redd Center for Western Studies at BYU announced winners of its annual fellowship awards.

The Fellowship winners were: Stephen L. Tanner, a BYU English professor; Larry Coates of Ricks College, Gwendolyn L. Alley, a graduate student at UNLV, and

Laga Van Beek, Mary Lynn Bahr and Sharon Carver, all of whom are BYU students.

The various awards include grant monies and assistantships working for the Redd Center as a faculty assistant. The Redd Center promotes and backs research projects that show impact of change on all or a select group of people in a region in the late 19th or early 20th century.

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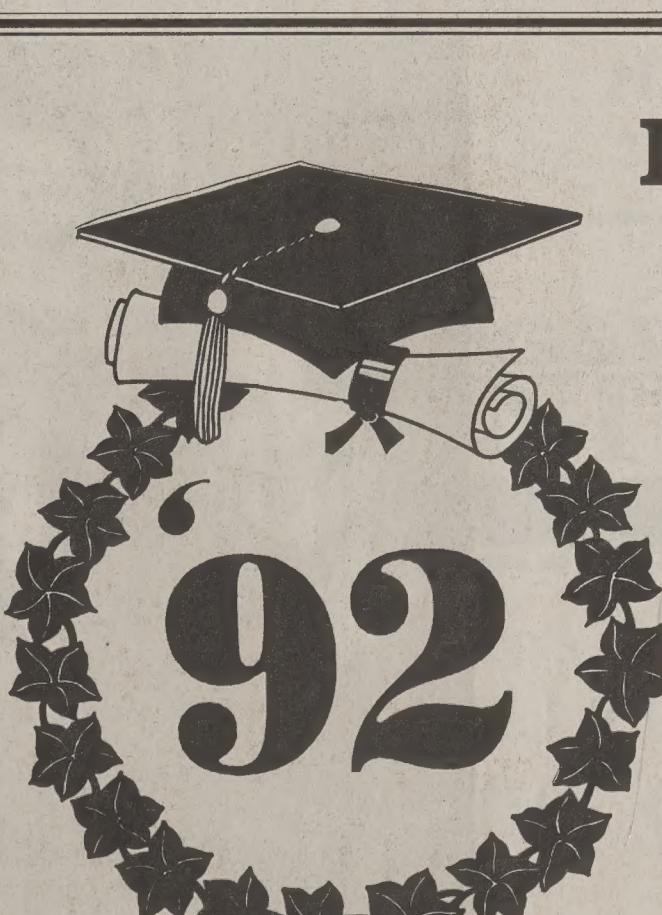
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SPORTSNOTES

Cougars swept by No. 1 and No. 10

AA's top-ranked women's volleyball team proved Friday night they are a favorite for an championship "three-peat" season, beating BYU in three sets, 16-14, 15-1, 15-11.

The final game of the national on Saturday, 10th-ranked Florida up-ended the 7th-ranked Cougars in three straight sets, 15-10, 15-11, 16-14. BYU was 1-2 while Florida improved

J takes on 4th-ranked Penn State Tuesday at 7:30 p.m. in the Fieldhouse.

A's two-time NCAA Player of the Year, Natalie Williams, led the Cougars against BYU Friday with a high 20 kills and a phenomenal .33 hitting percentage in her game in Utah since she graduated from Taylorsville High in Salt Lake City. Julie Bremner record-assists for UCLA.

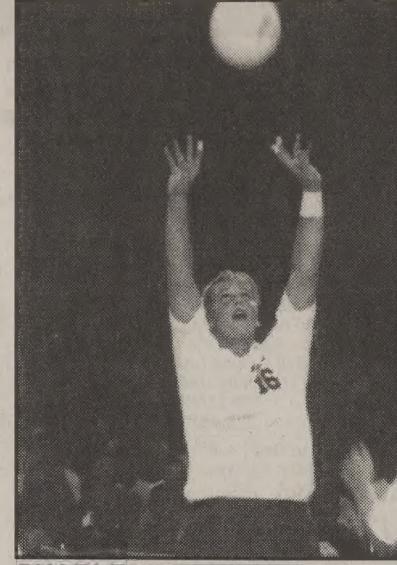
ay night's match was the first match BYU's 1990 All-American Kim Nieminen played since returning last season with a knee injury. Nieminen led the Cougars 15 kills and a team-high 11 while hitting a .189 percent. "Te looked good," said BYU coach Elaine Michaelis. "Her leg's off a little bit and her arm is not there yet, but it's nice to see arm swinging again."

I led much of the first game, to watch the Bruins come back. BYU lost two points due to out-of-rotation violations, including once when the score was tied at 14. UCLA won the game next serve.

A is 5-0. "I have to feel good about how we played," Michaelis said. "It was only our second match we are a week and a half in practices because of these."

A match lasted an hour and 15 minutes, and was played in front of 1,972 people.

Gudula Staub led the



CHARLENE JOHNSON

Gators with 21 kills and hit a respectable .288 percent. Senior setter Heidi Anderson recorded game-highs of 42 assists and 16 digs. For the Cougars, Shannon Skidmore had 13 kills and Nieminen followed closely behind with 12 kills and three serving aces.

Florida jumped out to an early 5-0 lead, winning the game, 15-10. The second game started out much the same with Florida taking an 11-3 lead. BYU then rallied and scored five straight points to pull within three at 11-8, before losing the game 15-11. Florida ended the match by winning the third game, 16-14.

"Florida is a very nice, underrated team," said Michaelis. "We just didn't come ready to play." BYU has an extremely tough preseason schedule and "are still trying to work things out" due to early

match lasted an hour and 15 minutes, and was played in front of 1,972 people.

Gudula Staub led the

Soccercats win 2, remain undefeated

BYU men's soccer team kept its string of shutout games alive by

winning two more shutouts over the weekend.

Friday night, the Soccercats beat Pepperdine University 4-0 at the Field. BYU didn't score until five minutes before halftime when Cuvelier scored on a cross from Richard Egan.

In the second half, the Soccercats came out firing shots at the Pepperdine goal and scored three more quick goals. Richard Egan scored minutes into the second half. Four minutes later Ryan Wilson scored a penalty kick after being tripped in the penalty box. Ryan Wilson scored another goal 13 minutes into the second half as his shot deflected off a Pepperdine player and went into the goal.

Saturday afternoon, the Soccercats beat the College of Idaho 5-0. The first goal came only 6 minutes into the game when Wilson beat the goal. Egan scored another BYU goal 28 minutes into the game.

20 minutes into the second half, Ethan Pochman scored another BYU goal. Greg Christensen fired a shot past the goalie of Idaho 12 minutes into the second half. Brent Kerney scored on a corner kick from Greg with just one minute left in the game. — Larry Allen

No team having tryouts this week

BYU Water Polo team begins its season this week with tryouts all week from 5:45 to 7:15 p.m. in the Richards Building (RB) main

Cougar's first game of the season will be the Blue v. White game October 2 in the RB.

3 years schedule includes games against University of Utah and local teams as well as tournaments at the University of Arizona, Arizona State University and New Mexico State.

Craig Crawford, a senior from Palos Verdes, Calif., in his third year as Coach at BYU said, "Our biggest strength this year is our experience."

This year's team looks to be more dedicated and committed to

said Crawford.

Everyone interested in trying out is welcome. — Craig Nelson

White beats Blue in rugby scrimmage

BYU Rugby team played a rough and tumble Blue vs. White game

Friday on Haws field.

White team led by Bryan Clark and Justin Nadauld outran the team by a score of 33-7. Clark and Nadauld both scored two tries for the White team while the Blue team was held to one try, scored by Marlin Green.

Assistant Coach Turake Tenwolde said, "The game was marked by good effort. The backs were bursting onto the ball, finding the gaps and setting up the wingers."

Try is the equivalent of a touchdown in football. To score a try a player must cross the goal line and touch the ball down on the ground to be awarded five points. The ball is then marched back one quarter of the field for an extra point kick worth 2 points.

A rugby ball may be kicked at any time to either stop the forward momentum of the advancing team or to advance play. If the referee sees the ball is knocked forward and there is no advantage for the advancing team, a scrum, the equivalent of starting play from the line of scrimmage in football, is called.

Cougars are led this year by Coach Dave Smyth from Londonderry, Northern Ireland in his second year as head coach at BYU. The rugby team's next game will be this Saturday, Sept. 19 at 11 a.m. on Haws

— Craig Nelson

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Utes tame Aggies; 'Bows stop Falcons

By BRETT JEWKES
University Sports Writer

The Beehive Boot is given annually as a "symbol of football supremacy in the state of Utah." Saturday, the University of Utah capitalized on three Utah State turnovers in the fourth quarter to crush the Aggies 42-18 and get a leg up in the race for the boot.

The game, which marked the 100th meeting between the two schools, was a anyone's game through three quarters. Utah State used two Sean Jones field goals and a Tai Gordon touchdown to lead 12-11 at halftime. The Aggies held Utah's potent rushing attack to just 36 yards in the first half.

Utah got the game's first touchdown early in the first quarter after a muffed punt by Israel Byrd, the first of five Aggie turnovers. Ute running back Keith Williams, who only netted 16 yards on the day, scored from eight yards out and punter Steve Young scored a two-point conversion on a trick play.

Utah's other first half score came on a Chris Yergensen field goal that followed a Gordon fumble.

After another Yergensen field goal on the opening drive of the second half gave Utah the lead at 14-11, Ute quarterback Frank Dolce connected with fullback Steve Abrams for a 45-yard touchdown pass that made the score 20-12.

The Aggies came right back with an 81-yard drive that culminated when USU quarterback Anthony Calvillo hooked up with Jim Ray on a 16-yard touchdown pass.

USU Head Coach Charlie Weatherbie elected to go for two, but Calvillo was dragged down in the back field by a host of Utah defenders.

Three Aggie turnovers in the fourth quarter enabled Utah to cruise to victory. Dolce threw another touchdown pass to Abrams, this time a 22-yarder. The senior quarterback later scored on a one-yard run. Utah defensive back Mark Swanson got into the action late in the game, picking off a Calvillo offering and returning it 46-yards for the touchdown.

"We gave it to them. It was an early Christmas present," Weatherbie said.

Utah State has committed 11 turnovers in two games.

Dolce, who finished the day 25 of 42 for 373 yards and two touchdowns, said,

"I'm happy with the way I played, but I should play that way all the time."

In other Western Athletic Conference games, Hawaii, who left the islands just hours before Hurricane Iniki slammed ashore, used two Jason Elam field goals to edge Air Force 6-3. Hawaii defensive back Deacon Hanson, a native of Kauai, the island hardest hit by the storm, had home on his mind following the victory.

"We just hope maybe this helped give the people back home some kind of lift," Hanson said.

At Corvallis, Ore., Oregon State

rallied, through and around Fresno State en route to a 46-36 victory over the Bulldogs. OSU racked up 470 yards on the ground, led by quarterback Mark Olford's 144 on 11 carries.

SDSU makes first return to Top 25 in 15 years

Associated Press

Associated Press Top 25

	Record	Pvs.
1. Miami (47)	1-0-0	1
2. Washington (11)	2-0-0	2
3. Florida St. (2)	2-0-0	5
4. Florida	2-0-0	4
5. Texas A&M (1)	1-0-0	7
6. Michigan	0-0-1	6
7. Notre Dame	0-0-1	3
8. Syracuse	1-0-0	9
9. Alabama (1)	2-0-0	8
10. Penn St.	2-0-0	10
11. Colorado	2-0-0	12
12. Nebraska	2-0-0	11
13. Oklahoma	2-0-0	13
14. Tennessee	2-0-0	20
15. UCLA	2-0-0	16
16. N. Carolina St.	1-0-0	19
17. Clemson	1-1-1	15
18. Stanford	1-1-0	21
19. Georgia	1-1-0	14
20. Virginia	1-1-0	23
21. Ohio St.	2-0-0	22
22. Georgia Tech	2-0-0	24
23. San Diego St.	1-0-0	18
24. Mississippi St.	2-0-0	—
25. Mississippi	2-0-0	—

Others receiving votes: Kansas 68, Boston College 63, Purdue 50, LSU 39, Illinois 36, California 32, North Carolina 28, Indiana 16, Iowa 14, Washington State 14, Southern Cal 12, BRIGHAM YOUNG 8, Texas 7, Louisville 4, Central Michigan 2, Tulsa 2, Hawaii 1.

the same state.

Texas A&M's 19-9 win over Tulsa boosted the Aggies two places to No. 5. Syracuse climbed a notch to No. 8 after beating Texas 31-21. Alabama fell one spot to No. 9 following a 17-10 victory over Southern Mississippi, and Penn State remained No. 10 after trampling Temple 49-8.

Tennessee vaulted six spots to No. 14 after edging Georgia 34-31. The loss dropped the Bulldogs five places to No. 19.

Mississippi's 35-9 rout of Tulane boosted the Rebels into the rankings at No. 25. Mississippi State moved in the other direction, sinking six spots to No. 24 after losing to LSU 24-3.

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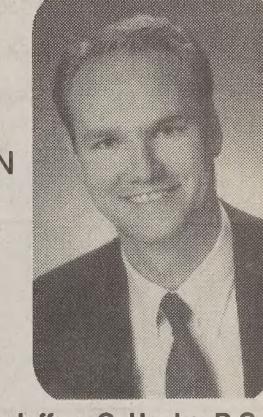


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Krishna festival attracts 3,000

MARY KAREN JOHNSTON
Utah Staff Writer

More than 3,000 people turned out for the annual Hare Krishna Festival of India on Saturday in Spanish Fork. The festival has been held for the past six years on the grounds of KHQN station and the Krishna temple.

The festival included booths and days on vegetarianism, the science of reincarnation. Participants also enjoyed the food and dancing provided, along with llama rides. For a small amount one could purchase a meal consisting of spiced rice, vegetable halava sweet grains, dhal, lentil chips and carob nut butter fudge with apple pie.

"The food here is awesome," said sophomore Darren Jenkins of El Cajon, Calif. "For a vegetarian it is really hard to get this kind of a deal anywhere." Jenkins was enjoying himself at the

festival and found the atmosphere very comfortable and relaxing. Via, a follower of the Krishna faith who helped organize many of the day's events, said this was the only time they charged a small price for the food — usually the meals they serve on Sundays are free. "By charging for the food we can help offset some of the costs for the rest of the year," Via said.

The Festival of India represents the celebration of good over evil and has been celebrated for thousands of years in India. The highlight of the festival was the epic Krishna play called Rama.

"Besides the food and entertainment, the festival is also a good way to expose others to our beliefs and culture," said Nrsimhananda, a follower of the Krishna faith.

Gould Workman, a junior at BYU from San Diego, Calif., said he thought it was a good way to experience another culture and religion. "I think it's great to see all walks of life here. This is my first time to attend the festival but I would recommend it to everyone to try,"



Universe photo by Ted Kampus

More than 3,000 people attended the Hare Krishna festival explaining the tenets of the Hare Krishna faith. Also available at Saturday in Spanish Fork. Shown here are several booths the festival were several types of vegetarian food.

Carnival games vendor explains tricks of State Fair games trade

MARK NEWMAN
Utah Staff Writer

Tom Thomas has traveled around state fairs for 30 years. At the State Fair, which opened yesterday in Salt Lake City, he set up the "Add 'Em Up Darts"

People play the games because want to be a winner. It doesn't matter that they'll win some prize unknown wouldn't buy themselves," has said.

Originally from New York, Thomas calls Yuma, Ariz., home, though he spends 10 months a traveling from fair to fair.

Thomas said there are drawbacks to his job. "There's no real time off. Sometimes we have bad weather or breakdown occurs while we're playing."

He likes the people he meets along the way. "They treat you for you are."

Estimated that 65 percent of game workers at the State Fair from town to town. The others are local people.

Thomas admitted that in the past, some of the carnival games were deceptive.

Years ago, he worked a game that required customers to knock milk bottles over with baseballs. Some bottles had lead in the bottom.

When he was off duty, he would go to a bar as a customer. The person running the game would set up the rules that didn't have lead in them. He easily knocked over the pyramid.

He would take the big stuffed animal, lay it around the park for a while and then put it in the back with other prizes."

Thomas said laws now exist that prohibit such activities. But he asked if the games are still up, he nodded in agreement.

The bigger the prize, the tougher going to be," Thomas said.

His game requires customers to throw six darts at a number board. The object is to score under 14 or 30.

Thomas said that people who throw darts often can win his game every time. "But we also get a fair amount of kids under 14 that win because they're lucky and don't try any strategy."

Attendance at the Utah State Fair this year is much higher than was at this time last year. Over 100 visitors attended the fair on

Friday. On the corresponding day last year, only 8,500 people visited. Part of the reason for last year's low attendance figures was continual rain showers.

Visitors this year have the chance to jump from a bungee tower, watch llamas and ostriches stroll around their pens and look at the truck Karl Malone used to make deliveries during the basketball off-season.

Politicians are using the fair as a campaigning opportunity. Many winners from Tuesday's primaries have booths.

"We would have given the booth to (Richard) Eyre if Mike Leavitt hadn't won the primary," Robert Glazier, campaign manager for Leavitt, said.

"The fair helps give name identification," Glazier said while handing out balloons.

Horace Barnes, volunteering at a booth for Wayne Owens, said that the fair gives voters an opportunity to meet the candidates.

"I'm mainly just telling people to vote, no matter what party affiliation they are," Barnes said.

For some, the State Fair is an opportunity to sell homemade goods to a new audience.

One vendor said she won't be back selling at the fair next year.

"People come to look and get ideas, but not to buy," Randi Escobar said. "Once they see our design, they look to copy it."

Escobar said visitors would rather spend their money on the entertainment.

Frank Jowers has sold at the fair for about 25 years. "I've heard people say they were holding off on buying the big ticket items right now because of the economy."

Jowers said the fair gives him leads to pursue after the fair is over.

Jowers said he wishes the fair would change its hours for the booths. "We have to be here from 10:30 a.m. until 11 p.m. Some of that is wasted time for us. But the Fair Board says we have to open at 10:30 a.m."

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MONDAY

UPDATE

Bush to replace Quayle at Guard convention

Associated Press

SALT LAKE CITY — Thousands of National Guard officials from throughout the country are in Utah to hear from President Bush and to lay plans for the future of the country's militia.

The National Guard Association of the United States, a privately funded lobbying organization that looks after the interests of the guard within the American military establishment, began its three-day convention Sunday in Salt Lake.

Besides the president, the estimated 5,000 delegates will hear from top Army and Air Force officers. Topics will range from the Gulf War to the guard's role in the Los Angeles riots and cleanup after Hurricane Andrew.

Of particular interest are ongoing plans to cut the guard's strength. One hope among convention officials is that the guard's role in the victory over Iraq and other call



GEORGE BUSH

outs will be given due credit.

Unlike active-duty military officers, most of the convention delegates make their livelihood in civilian occupations.

This dual role gives the guard a unique place within the military,

officials said.

"The National Guard tends to be intertwined in the fabric of America," said Maj. Gen. John L. Matthews, Utah's adjutant general. "This is a conference of grassroots Americans."

Attending the conference are guard officers from all 50 states, the District of Columbia and U.S. territories.

Earlier plans for Vice President Dan Quayle — himself a former

guardsman — to address the group were cancelled when the president decided to speak to the convention himself. It is Bush's second trip to Utah in two months.

A tentative schedule has the president arriving Monday evening and speaking Tuesday morning.

Congressional representatives will join top military brass at the conference. One of the convention's roles is to pass resolutions to be sent to Congress.

"We have a lot of guests who we hope will absorb the message that's delivered," said Maj. Gen. Robert F. Ensslin Jr., association president and Florida's retired adjutant general.

A specially arranged concert by the Mormon Tabernacle Choir and Utah's 23rd Army Band served as the conference opener Sunday.

The group was welcomed by the First Presidency of The Church of Jesus Christ of Latter-day Saints and Gov. Norm Bangerter.

Clinton obtained a deferment to complete his final year as a Rhodes scholar at Oxford University by promising to enroll in ROTC at the University of Arkansas law school.

He later dropped those plans and took his chances on the new draft lottery in December 1969.

He got a high number, 311, and was never called. He wrote the head of ROTC at the University of Arkansas thanking him "for saving me from the draft," and said the only reason he had not resisted the draft was "to maintain my political viability within the system."

Quayle challenged Clinton this week "to come clean with the American people. I answered the questions. He's going to answer the questions — sooner or later."

The vice president no longer recites his name, rank and serial number in public to demonstrate his pride in the Indiana National Guard. But he insists it set him apart from Clinton, a resolute opponent of the Vietnam war.

"I wore the uniform for six years and chose to serve my country. Bill Clinton chose not to," Quayle said last month in Houston.

Clinton, as a college student,

Candidates fight over Vietnam service record

Quayle: Clinton should 'come clean'

Associated Press

WASHINGTON — Dan Quayle fought his Vietnam war in 1988. Now it's Bill Clinton's turn.

The war divided the country a generation ago and it still comes back to haunt the baby boomer politicians who came of age in the 1960s.

Quayle, who struggled to explain in the last campaign how and why he entered the Indiana National Guard in 1969, has joined the chorus of Republican critics taunting Clinton about his maneuverings around the military that same year.

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"I wore the uniform for six years and chose to serve my country. Bill Clinton chose not to," Quayle said last month in Houston.

Clinton, as a college student,

was an intern on the Senate Foreign Relations Committee when it sought to build a case in Congress for ending the undeclared war that killed 58,000 Americans.

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He later dropped those plans and took his chances on the new draft lottery in December 1969. He got a high number, 311, and was never called. He wrote the head of ROTC at the University of Arkansas thanking him "for saving me from the draft," and said the only reason he had not resisted the draft was "to maintain my political viability within the system."

Clinton faced a barrage of questions and attacks over his lack of military record last spring. But he weathered that storm and figured the issue was behind him. Then the Los Angeles Times reported last week that Clinton's late uncle worked to find him a spot in Arkansas' Naval Reserve.

Clinton at first said he knew nothing about it — and never

joined the Naval Reserve — later acknowledged he was last March of his uncle's effort.

Quayle faced weeks of intense questioning and investigation reporting in 1988 over how like two-thirds of the men in generation, avoided going to Vietnam.

"I feel that joining the National Guard was the correct thing to do. I wanted to go on to school and at that time, in 1969, even President Nixon didn't support the war in Vietnam," the president said on Friday.

Quayle has always insisted he did not join the Guard simply to avoid being sent to Vietnam. In 1988 he said if his Guard unit had been called up, he "would have gone and served very proudly."

But the young Quayle favored a rapid end to U.S. involvement in the war.

Quayle spent six months in active duty and six years over in the Guard as a military journalist.

Some political analysts don't think many Americans will actually decide their votes this year on pocketbooks.



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Boy makes catch of a lifetime

Associated Press

LIHUE, Hawaii — A military air-lift shuttled supplies and equipment Sunday to Kauai, the hurricane-ravaged "Garden Island." And residents struggled to piece their paradise back together, while vacationers waited to leave.

Crews worked round-the-clock to restore power and telephone service wiped out Friday when Hurricane Iniki covered the lush, scenic, 30-mile-wide island with 130 mph sustained wind and gusts of up to 160 mph. It was the strongest hurricane to hit Hawaii this century.

"I don't know how we're ever going to get back to normal. I just don't know where to start," said Kathy Cabral of Kalaheo, whose home was extensively damaged.

"We're just glad to be alive today," said Jan Powell of Fairfax, Calif., who was vacationing with her hus-

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